university construction fund and possession of such property shall be transferred to the city university construction fund no later than September first, nineteen hundred seventy-three and that the full purchase price shall be due and payable not more than five years from the date of execution of such contract;

c. Notwithstanding any general or special law to the contrary, nothing shall preclude the acquisition of title to such property subject to easements, restrictions and covenants of record which will not interfere with the use of the property as an educational facility.

§ 4. The sum of not to exceed thirteen million dollars ($13,000,000) or so much thereof as shall be sufficient to facilitate the purposes authorized in section two of this act is hereby appropriated in the first instance from the capital construction fund which sum shall be available for the year beginning on the first day of April, nineteen hundred seventy-two, and is authorized to be paid as hereinafter provided to the city university construction fund, and as an advance for a down payment to facilitate the acquisition of the property described in section two of this act including costs and expense incidental thereto. Notwithstanding the provisions of any general or special law, no part of the appropriation contained in this section shall be available for expenditure until a certificate of approval of availability shall have been issued by the director of the budget, and a copy of such certificate of approval filed with the state comptroller, the chairman of the senate finance committee and the chairman of the assembly ways and means committee. Such certificate may be amended from time to time by the director of the budget and a copy of each such amendment shall be

filed with the state comptroller, the chairman of the senate finance committee and the chairman of the assembly ways and means committee.

The director of the budget shall not issue any certificate of approval of availability until the city university construction fund has entered into a written agreement with the director of the budget providing that such city university construction fund shall reimburse the state of New York in full for any moneys advanced by the state from this appropriation at such times and in such manner as shall be determined by the director of the budget.

The state comptroller is hereby authorized to receive from the city university construction fund amounts of moneys reimbursable to the state of New York as authorized and required by this section and to deposit such moneys to the credit of the capital construction fund as created by section ninety-three of the state finance law.

The moneys appropriated by this section, when made available pursuant to a certificate of approval of availability issued by the director of the budget, shall be paid from the capital construction fund on the audit and warrant of the state comptroller on vouchers approved by the chairman of the city university construction fund and the state director of the budget.

If any payments made pursuant to this section are not repaid by January first, nineteen hundred seventy-three, the state comptroller is authorized to deduct from any unrestricted state aid payments otherwise payable to New York city the amount of moneys remaining unpaid.

§ 5. In recognition of the importance of New York university's school of engineering and science as a part of New York state's system of higher education, New York university and polytechnic institute of Brooklyn shall immediately undertake negotiations and shall not later than July first, nineteen hundred seventy-three, merge the appropriate educational and research programs and such faculty of New York university's school of engineering and science as may be necessary into the polytechnic institute of Brooklyn.

§ 6. Not later than October first, nineteen hundred seventy-two, New York university shall adopt and submit to the regents of the state of New York a financial plan which meets with the approval of the regents and the governor for the five-year period beginning with the nineteen hundred seventy-two/seventy-three academic year showing how by retrenchment and stringent financial control and by increasing revenues from expanded enrollment and other means it will be able to balance its budget by the academic year nineteen hundred seventy-four/seventy-five, without special extraordinary state subsidies.

§ 7. Not later than October first, nineteen hundred seventy-two polytechnic institute of Brooklyn shall adopt and submit to the regents of the state of New York a financial plan which meets with the approval of the regents and the governor for the five-year period beginning with the nineteen hundred seventy-two/seventy-three academic year showing how by stringent financial control and by increasing revenues from expanded enrollment and other means it will be able to balance its budget by the academic year nineteen hun-

dred seventy-five seventy-six, without special extraordinary state subsidy.

§ 8. If any section, clause or provision of this act shall be unconstitutional or be ineffective in whole or in part, to the extent that it is not unconstitutional or ineffective, it shall be valid or effective and no other section, clause or provision shall on account thereof be deemed invalid or ineffective.

§ 9. This act shall take effect immediately.

Report of the
Task Force on Graduate Programs:
Doctoral Programs in the Arts and Sciences

Prepared for the Regents Advisory Council, New York City
Regional Plan for Higher Education

MARCH 1, 1972

Members of the Task Force on Graduate Programs

Chairman: Thomas P. Robinson, Dean of the Graduate School, Pace College

Name	Title	Institution
Rev. Richard J. Devine, C.M.	Dean, St. John's College	St. John's University
Rev. James C. Finlay, S.J.	Dean, Graduate School of Arts and Science	Fordham University
George K. Fraenkel	Dean, Graduate School of Arts and Science	Columbia University
Joseph J. Greenbaum	Dean of the Graduate Faculty	New School for Social Research
Arthur B. Komar	Dean of the Graduate School of Science	Yeshiva University
Harold M. Proshansky	Dean, University Graduate Division	City University of New York Graduate Center
Benjamin Rivlin	Department of Political Science	Brooklyn College
George W. Stone, Jr.	Dean of Libraries	New York University

Resource Persons: State Education Department

Edward F. Carr, Director, Division of Higher Education

Vernon Ozarow, Office of Science and Technology

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I. Introduction
II. Basic Assumptions
III. Findings
IV. Recommendations

I. Introduction

The members of the Task Force appreciate the concern for doctoral education manifested by the Regents Advisory Council. Doctoral education in the arts and sciences represents a most significant responsibility of our universities. It involves the development of new knowledge, the training of the next generation of teachers, scholars, and research workers, and the maintenance of standards of academic excellence that are vital for vigorous liberal education at the undergraduate level as well as for the intellectual life of the nation.

Doctoral education is expensive in its demands on talent, time, and financial resources. Ideally, training at the doctoral level is accomplished through a close working relationship between mature scholars and a limited number of disciples. Seminars and research groups are the modality, not lectures.

Since doctoral education is so important and since it does place strong demands upon human as well as financial resources, careful planning at the institutional and regional level is an obvious requisite.

From its discussions the Task Force became convinced that it would be a mistake to define this "doctoral region" narrowly. Graduate schools, particularly those with distinguished doctoral programs, draw professors and students from the nation and indeed the world as well as from the City and State of New York. In discussing or planning doctoral programs in New York City it is wise to take into consideration to the greatest extent possible what is being done in the State University of New York and in the public and private institutions of the whole Northeast as well as in the great university centers across the country. The Task Force would have profited had a representative from SUNY at Stony Brook been present.

The Task Force endorses this broader definition of the boundaries of regionalism and hopes that planning for the future of doctoral programs within the State will take place within such a context. At the same time the members acknowledge that the meetings have sensitized them to the problems and potentialities of the "doctoral region" narrowly defined. They are already actively addressing these and have no intention of waiting until some ideal planning structure is developed.

The following report is responsive to a charge by the Regents Advisory Council to discuss doctoral programs in New York City and was developed during ten weekly meetings which were characterized by independence of thought and expression. Because of the constraints of time and the consequent lack of useful and accurate information from the State Education Department as well as the incompatibility of institutional data, the Task Force limited itself to (1) an examination of doctoral programs in the arts and sciences, (2) an examination of alternative methods of sharing resources, (3) a suggested mechanism for encouraging and supporting regional cooperation, (4) identification of constraints to the implementation of such cooperation, and (5) suggested areas for additional research.

II. Assumptions

Enrollment in doctoral programs will not increase and may well decline for the next few years. Change in this assumption may result if a complex set of factors shifts, for example if a shift in national priorities occurs.

As a world center of cultural, intellectual, economic, political, and social activities and as headquarters of the United Nations, New York City offers a unique opportunity for social, humanistic, and international area studies, specifically at the doctoral level. Nowhere else in the country is there such a concentration of diverse national groups. Nowhere else, perhaps, are there so many distinguished cultural facilities such as library collections, museums, musical and theatrical companies, and ancient artifacts. The sheer magnitude and range of New York's social problems make it a gigantic laboratory for the practical and theoretical aspects of the social sciences. If high caliber doctoral education is to be available anywhere in this State, it should be available in New York City.

To guarantee that the quality of the programs be of the first order, judgments will have to be made regarding the programs currently offered in our various institutions or those that might be projected. Not every program deserves to survive. Not every subspecialty requires development. Each institution bears the responsibility to exercise constant scrutiny over the efforts of its various departments, and, upon advice from appropriate outside consultants, asking whether weak programs should be eliminated, consolidated, or strengthened and whether cooperative arrangements with neighboring institutions should be made.

Fundamental to these assumptions is the realization that doctoral education and research require significant institutional commitments of staff, funds, and facilities. Norms that might be appropriate in judging the cost effectiveness of undergraduate and certain types of professional education would be inappropriate if applied to a system of education where classes are, by their very nature, small, where they are taught by the most prestigious faculty members, and where the most expensive research facilities or library collections must be used. The effectiveness of graduate education, particularly at the doctoral level, is felt at every level of education and benefits people far removed from the laboratory or seminar room. Every new or added cost argues for a careful evaluation, but the costs of doctoral programs should not be viewed in isolation or on the sole basis of cost accounting.

III. Findings

The Task Force representatives prepared an inventory of the number and kinds of programs, the number and level of students, and the faculty serving such programs. The information, although not entirely compatible and comparable, acted as a catalyst to discussion, helping to identify and highlight important problems of doctoral education in New York City. The representatives find that:

1. A number of strong and flourishing doctoral programs in the same disciplines are now being offered at several institutions within fields as heavily enrolled as are English, History, and Political Science. Yet even within these programs evidence indicates that certain field specialities are not adequately supported by student demand and faculty availability. The sub-field specialities offer possible opportunities for cooperation. In a pilot study which might develop a model for future efforts, the chairmen of the Departments of Anthropology at New York University, Columbia, New School, City University of New York, and Fordham were asked to meet to analyze the status of the field of Anthropology in New York City, to determine the possible value of cooperative ventures, and to determine

problems inherent in cooperation.

2. A significant number of informal cooperative arrangements now operate. They are difficult to quantify but include doctoral research projects, shared faculty, faculty collaboration on an individual basis, individual cross-registrations, and extension of library privileges to doctoral students and faculty.

3. A number of formal cooperative arrangements which include programs and the use of major institutional facilities also operate now. These include:

Programs:

- A joint MA program in classics — New York University and City University;
- A program in psychology, Inter University Program in Perception — Columbia, New York University and the New School;
- A religion program — Fordham University and Union Theological Seminary; Columbia and Union Theological;
- A summer program in eastern languages and literature — Columbia, New York University, Princeton, University of Pennsylvania, and Yale.

Major Institutional Facilities:

- Columbia University Library;
- Lamont-Doherty Geological Observatory;
- American Museum of Natural History;
- Metropolitan Museum of Art;
- New York Public Library;
- Brookhaven National Laboratory;
- New York Ocean Science Laboratory;
- New York Botanical Garden.

4. Graduate programs in New York City to a degree unmatched elsewhere in the State offer opportunities on a part-time basis to all, including women and members of minority groups.

5. Over the long term significant savings may result as universities cooperate in their planning, avoiding duplication in staff and facilities as well as competition for graduate students.

Cooperative efforts, however, involving several universities are not likely to result in significant savings at the outset. Slight reduction in costs per student plus an improved utilization of expensive facilities may be expected in the short term.

6. Research, study, and library space in New York City is inadequate to meet the needs even of the current number of students and faculty and the diversity of program offerings. Although New York City contains two of the largest libraries in the world, the New York Public Library and the Columbia University Library, it has limited space to support the more than 75,000 students and faculty involved here in graduate education and research. Because of significant budgetary cuts, the New York Public Library's support is now limited and may be further curtailed. The generosity of Columbia University in making its library available to faculty and students of other institutions may also be curtailed as the needs of its own programs place increasingly heavy burdens on space and collections.

7. The major limiting factors affecting full scale program cooperation include:

- Differences in faculty salary scales and benefits;
- Differences in tuition charges;
- Differences in admission standards for students;
- Absence of continued financing of cooperative endeavors.

8. The major limiting factors affecting the ability of New York City to realize its full potential in doctoral instruction include the following:

a. With regard to attracting a higher percentage of highly qualified students —

- Scarcity of assistantships and fellowships, especially for non-science majors;
- Relatively low stipend and scholarship funds;
- Low quality and expensive housing.

b. With regard to attracting and retaining high quality faculty —

- Inadequate salaries for many of the private universities;
- Limited and frequently poor quality research and office space;
- Increase in faculty workload;
- Low quality and expensive housing;
- The uneven quality of New York City's public elementary and secondary schools.

IV. Recommendations

Recommendation 1:

A Regional Council of Graduate Deans should be formed and should be given the responsibility to develop general policies and specific means by which human, fiscal, and physical resources of the doctoral programs can be most effectively and efficiently utilized. The Council should represent the Deans of all New York City public and private institutions and the Deans of public and private institutions in the greater Metropolitan area. The Council, with appropriate funding and staff support, would:

- *Encourage department chairmen at public and private institutions to meet on a planned schedule to explore and formulate plans for cooperative programs, and report same to the Council;*
- *Extend cross-registration procedures;*
- *Investigate the possibilities of cooperative programs among the Board of Education and the Board of Higher Education and colleges and universities to provide controlled teaching experiences for graduate students;*
- *Consult on faculty appointments;*
- *Provide guidelines for the development of future doctoral programs and for a continuing self-evaluative mechanism for established programs;*
- *Develop a data bank of information about enrollment in doctoral programs, special graduate facilities, and library resources;*
- *Explore further the possibility of a metropolitan center for graduate studies which could finance and support programs and establish institutes in several areas;*
- *Consider the possibilities of a variety of mechanisms to promote optimum utilization of resources, which include:*
  - *The designation and funding of central facilities for expensive laboratory and research equipment and special limited resources, e.g., national or regional laboratories, special library, and museum collections;*
  - *The institutional sharing of the costs of selected faculty members who would be available to schools other than the one of primary appointment.*

Recommendation 2:

A program to provide sustained and massive support for library facilities and resources at selected centers throughout the City should be established immediately.

Recommendation 3:

A statewide stipend level for non-service graduate student fellowships, adjusted for geographical location according to commonly accepted economic indicators, plus a cost-of-education allowance to the university of the student's choice should be established. (A needs-test should be used).

Recommendation 4:

To minimize unnecessary, destructive, and expensive competition for limited faculty and students and to encourage thereby improved utilization of resources the Regents should extend the boundaries of regional coordination and consultation for graduate education to include all public and private institutions in New York State. The State should also recognize the necessity to support financially the sorts of cooperation set forth in this report.

Task Force on
Cooperative Programs for the Disadvantaged

A Report Prepared For
The Regents Advisory Council
New York City Regional Plan for Higher Education

MARCH 3, 1972

Task Force on
Cooperative Programs for the Disadvantaged

Chairman: Alan Fiellin, Associate Dean, College of Liberal Arts and Science, City College

Name	Title	Institution
Audrey C. Cohen	President	College for Human Services
Henry Cohen	Director, Center for New York City Affairs	New School for Social Research
Richard F. Doyle	Dean of Continuing Education	St. Francis College
Daniel Gerzog	Department of English	Pratt Institute
Arnold L. Goren	Assistant Chancellor	New York University
Milton Martin	Chairman, Department of Academic Skills and Director of SEEK	Hunter College
Frank Negron	Director, Affirmative Action Program	City University of New York
Henry F. Rossi	Dean of Admissions and Registrar	St. John's University
George Shea	Dean, Liberal Arts College, Lincoln Center	Fordham University
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Resource Persons:

State Education Department

Donald M. Winkelman, Director of Special Programs for the Disadvantaged

Regents Advisory Council

Ronald Lee Gaudreau, Consultant

Task Force on Cooperative Programs for the Disadvantaged

Introduction

There are already a large number of programs in public and private institutions of higher education directed at disadvantaged students. These range from the simplest forms of scholarship assistance to programs involving a wide range of supportive services. There is evidence indicating that with sufficient support educational opportunity programs can be successful. However, inadequate funding of programs for remedial work and other supportive activities (such as counseling and tutoring) are more the rule than the exception. Furthermore, our knowledge of program effectiveness is spotty: research, evaluation and systems for the dissemination of techniques and practices have been given insufficient attention (at both the college and legislative levels) which is reflected in insufficient funding. So there is much to be done and it requires the best talent of all the universities in the city if we are to succeed in meeting our responsibilities to the disadvantaged.

Before proceeding to the body of the report, a word needs to be said about the hard-pressed secondary schools. If the high schools could be made more effective in preparing their students for college, then obviously the remedial burdens thrust on the colleges would not be so great. We would still have to cope with accommodating large numbers of students, but this would not be so difficult as having to absorb large numbers of poorly prepared students. While we cannot avoid the task now confronting us, we do not believe the high schools should be allowed to continue at their present level of effectiveness. Somehow they must be supported in their efforts to produce graduates among the disadvantaged who are prepared to go on with their education. The colleges will be seriously hurt if they must shoulder this burden alone.

Focus on the Disadvantaged

The term *disadvantaged* as we use it covers two groups: (a) the economically disadvantaged, and (b) the educationally and economically disadvantaged. We assume that those who are educationally but not economically disadvantaged can manage without public resources. In using the phrase disadvantaged throughout this report we do not intend to signify only blacks and Puerto Ricans. Experience indicates the category of disadvantaged is of much broader scope. We include in our definition all those disadvantaged regardless of race and ethnic origin.

The economically disadvantaged basically require financial support. The educationally and economically disadvantaged require both financial support and a wide range of educational and other support programs to assist them in and through college.

It is to be noted that substantial numbers of disadvantaged students — students with low incomes and poor academic preparation — have already been enrolled in public and private institutions of higher learning in New York City. 1155 HEOP students entered private institutions as freshmen this past Fall. 3100 SEEK and College Discovery freshmen entered CUNY. In addition, an estimated 8500 freshmen in CUNY have high school averages below 80 (a substantial number well below 80) *and* come from families earning $7500 per year or less.

But the need outdistances the achievement. The State Education Department estimates that next Fall there will be approximately 28,000 New York City high school graduates eligible for various opportunity programs such as HEOP and SEEK. A study of 1970 New York City public and private high school graduates reveals that "if it is arbitrarily assumed that regular admission to a private institution without the need for scholarship aid is restricted to students with high school averages of 80% or higher, and incomes of over $12,500 a year, then only 8,438 of New York City's high school graduates, or 14.3% of those indicating their income level, would be qualified."[1]

One indication of the need for the cooperation of private institutions in the education of the disadvantaged student is the space crisis in the CUNY system. Since the adoption of the Open Admissions Policy in the Fall 1970, the size of the freshman class of CUNY increased from 19,559 in Fall 1969 to 34,592 in Fall 1970 and to 37,757 in Fall 1971. There is every indication that freshman enrollment will remain at least at the present level in the coming years thus continuing to increase the total undergraduate enrollment by significant amounts in each of the next two or three years.

Despite extensive rentals, the net assignable square feet per full-time equivalent students in the City University is 47.2, still significantly below that of SUNY and private institutions in New York City, which are 108.4 and 125 respectively.[2] On the other hand, data collected in a statewide survey of private colleges and universities indicate that, provided sufficient funding and appropriate program distribution, an additional 5,000 freshmen, 3,800 sophomores, and 7,250 upperclassmen could be accommodated in these institutions.[3]

[1] Robert Birnbaum and Joseph Goldman, *The Graduates: A Follow-up of New York City High School Graduates of 1970*, page 65.

[2] *Space and Enrollment Projections: Comparisons and Projections.* A report prepared for the Regents Advisory Council by Ronald Lee Gaudreau, March 1, 1972.

[3] *Results of a Survey of Additional Full-time Enrollment Expected at Private Higher Education Institutions in New York State, Fall 1972.* Prepared by the Commission on Independent Colleges and Universities of the State of New York, December, 1971.

Recommendations

The recommendations which follow propose a variety of new responses for deepening the involvement of institutions of higher education in the task of educating the disadvantaged, and developing cooperative arrangements and coordinative devices with respect to both public and private

efforts. Money spent today on constructive educational effort will contribute to the welfare of the city and the productiveness of its citizens. There is no question that intensifying programs for the disadvantaged will cost money; hopefully the proposals which follow will make such new money as is made available go further.

1. *There should be created a Coordinated Admissions Program which would enable disadvantaged students who are graduates of a New York City high school to seek admission into public and private institutions in New York City. Institutions would voluntarily participate depending on their capacity to absorb students.* Students would be assigned to universities on the basis of their choice, subject to available places, and with regard to the range of academic preparedness of the students so assigned. A system of state and/or city reimbursement on a per student basis must be developed to enable the private institutions to participate in this program. An equitable mix of students from various levels of preparedness is highly desirable. It might make sense to mandate a specific percentage of educationally disadvantaged students under any voluntary program. Any formula developed should include provision for special reimbursement where remediation is required. Provision for reimbursement should also be provided for part-time students.

2. In addition to the institutional payments recommended in 1, *a financial package should be developed for each disadvantaged student enrolled on a full-time or part-time basis which takes into account his total need.* In accordance with general financial aid principles, it is expected that students will assume responsibility for some measure of the cost of postsecondary education. Indeed, it is recommended that each student be provided with a work situation which, whenever possible, relates to his academic/vocational interests. The amount of time spent on the job, and, consequently, the measure of responsibility for contributing to the cost of his education, should increase as the student progresses toward his degree.

At the same time, it is essential that every college and university utilize to the fullest all available Federal and State resources. These include:

A. Federal Funds
1. Educational Opportunity Grants
2. College work-study program
3. National Defense Student Loans
4. Trio Programs — Special Services, Talent Search, Upward Bound

It is recognized that allocations in these areas continue to be far below the needs. Indeed, Equal Opportunity Grant awards to the private sector for 1971-72 were only 77% of what they were two years earlier. Unless additional sums are available from the Federal government, it is going to be extremely difficult to enroll significant additional numbers of students.

B. State Funds
1. Scholar Incentive
2. Higher Education Assistance Corporation Loan Program

The Scholar Incentive law as presently written is a contradiction to the thrust for equality of educational opportunity. Although it is recognized that disadvantaged students may require an additional semester or two to complete their degrees, Scholar Incentive benefits are available only for the usual eight semesters which leaves some students without the necessary resources during the final stages of their undergraduate work. The Task Force recommends an appropriate amendment to the legislation to correct this inequity. A re-examination of Higher Education Assistance Corporation policy is in order so that disadvantaged students can more readily obtain guaranteed loans.

Institutions must bear part of the responsibility for seeing that students receive counseling so that they avail themselves of Federal and State financial assistance.

The Task Force looks toward other programs of cooperative assistance which include:

A. Cooperative education curricula which combine educational and work programs in business, government, agencies, etc.
B. Internships
C. Student assistantships

3. *Institutions should review their course and program offerings in the light of student needs and consider a variety of ways of broadening educational opportunities.* A liberal arts education continues to be important in preparing young people for fruitful and productive lives, and the access of disadvantaged students to this education must be broadened. At the same time the Task Force urges cognizance of new directions in postsecondary education. Some approaches are being developed by wholly new institutions. Moreover, there are a number of paths that existing colleges and universities must explore. These include:

A. Expanded programs which combine study with appropriate work including mini-career programs that expose students to the subject matter and work experience associated with legal, medical, and other professional careers.
B. Programs of various durations for life-long training and retraining, such as (1) terminal certificate programs in specific occupational areas, including short courses; (2) expanded course offerings in continuing education, especially those which provide remedial work for mid-career and the older students; and (3) shorter baccalaureate programs where appropriate.

4. *Counseling and guidance programs need to be significantly strengthened at all levels of the school and college systems.* To accomplish this the Task Force recommends that:

A. In-service training be strengthened to enable counselors to work better with disadvantaged students.
B. The colleges of education should be encouraged and aided in their efforts to strengthen programs in counseling and guidance.
C. In consideration of the Coordinated Admissions Program proposed above, cooperative arrangements should be developed among the universities and the Board of Education to enable high school counselors to play a more effective role in the 11th and 12th grades.

5. *Cooperative remediation programs should be extended with the involvement of the high schools during the summers following school graduation and prior to college entry.* While remediation and other supportive service programs will have to be developed by the universities, the need to strengthen remediation and college preparation at the high school level should not be ignored.

6. *The problems of the older disadvantaged student require special consideration.* The recommendations with regard to special remediation and programs for the dis-

advantaged students, are essential to the development of the full potential of all such students. However, the problems of the older disadvantaged student require special consideration because (1) he does not come directly from high school, or may not have completed high school; (2) he may find it more difficult to adjust to the rhythm of college work; (3) he may have financial commitments, often greater than those of younger students; and (4) he may require a more flexible academic program specifically adapted to the needs of part-time education, permitting him to combine work and study. Recognizing these problems, the Task Force has recommended the following:

- **A.** Appropriate testing materials should be developed to facilitate an evaluation of the older student's ability to do college level work and for placement.
- **B.** The college program should provide sufficient remedial work to enable the older student, who has not completed high school, to satisfy college entrance requirements at the same time he obtains college credit toward his degree.
- **C.** Educational institutions should be encouraged to modify existing academic programs, where necessary, to permit older students to register as part-time students in regular day session programs, as well as in night classes or extension programs. This will provide a greater degree of flexibility to those students who interrupt their studies to work, and return either on a full- or part-time basis.
- **D.** Older students should be given financial aid commensurate with their needs, which may be greater than other students.
- **E.** The Regents should support legislation increasing financial aid to part-time students.

7. *A regional board of overseers under the aegis of the Regents should be established to implement the recommendations proposed in this report.* Its responsibilities would include:

- **A.** Data collection and evaluation
  1. Develop a uniform reporting format including measures of educational output, and cost effectiveness.
  2. Conduct periodic surveys of regional progress in the education of disadvantaged students.
  3. Promote institutional and subregional evaluation of the efficacy of particular programs.
  4. Establish a central data bank of information about programs, curricula, successful instructional methods, etc.
  5. Conduct such research projects as are best suited to a centralized approach, and serve as a clearinghouse for research.
- **B.** Program development
  1. Promote and finance curricular innovation and the development of new instructional materials.
  2. Provide professional consultation to programs.
  3. Promote programs for mid-career and older students.
  4. Promote the development of more valid and refined placement and diagnostic instruments in the verbal and mathematical skills areas.
- **C.** Administration of admissions and allocation of resources
  1. Provide a coordinated admissions system.
  2. Explore ways to ease student cross-registration and transfer.
  3. Oversee the distribution of funds for support of special programs for disadvantaged students within the New York City Region.
  4. Assist in the development and coordination of subregional consortia. (See #8 following).
- **D.** Some of the above functions might be aided by the creation of a center for the study of educational opportunity programs.

8. *Subregional consortia should be developed and include public and private colleges and universities within geographical proximity, and also include high schools and other appropriate educational agencies such as Talent Search, Upward Bound, Street Academies, Community Centers, and centers for continuing education.* Each subregional consortium would consider the establishment of:

- **A.** Cooperative recruitment, pre-college counseling and remediation centers.
- **B.** Cooperative summer remediation programs.
- **C.** Cooperative programs in functional academic areas.
- **D.** Cross-registration opportunities for disadvantaged students.
- **E.** Cooperative in-service teacher, tutor, and counselor training sessions and special seminars on selected topics (for example, the uses of educational technology).
- **F.** Basic and applied learning research programs (at a center on one campus or distributed to several campuses).

In proposing subregional consortia the Task Force was nevertheless aware that disadvantaged students, more than others, need to establish close relationships with institutions, programs, fellow students and faculty.

Appendix E

Roster of Institutions of Higher Education in New York City
Academic Year 1971-72

Institutions of Higher Education in New York City
Academic Year 1971-72

Academy of Aeronautics
LaGuardia Station
Flushing, New York 11371

Bank Street College of Education
610 West 112th Street
New York, New York 10025

Brooklyn Law School
250 Joralemon Street
Brooklyn, New York 11201

Cathedral College of the Immaculate Conception
7200 Douglaston Parkway
Douglaston, New York 11362

City University of New York
535 East 80th Street
New York, New York 10021

Bernard M. Baruch College
17 Lexington Avenue
New York, New York 10010

Borough of Manhattan Community College
134 West 51st Street
New York, New York 10020

Bronx Community College
120 East 184th Street
Bronx, New York 10468

Brooklyn College
Bedford Avenue and Avenue H
Brooklyn, New York 11210

City College
Convent Avenue and 138th Street
New York, New York 10031

Graduate Division
City University of New York
33 West 42nd Street
New York, New York 10036

Eugenio Maria de Hostos Community College
260 East 161st Street
Bronx, New York 10451

Hunter College
695 Park Avenue
New York, New York 10021

John Jay College of Criminal Justice
315 Park Avenue South
New York, New York 10010

Kingsborough Community College
Oriental Boulevard
Brooklyn, New York 11235

Fiorello H. LaGuardia Community College
31-10 Thomson Avenue
Long Island City, New York 11101

Herbert H. Lehman College
Bedford Park Boulevard West
Bronx, New York 10468

Medgar Evers College
1127 Carroll Street
Brooklyn, New York 11225

Mount Sinai School of Medicine
5th Avenue at 100th Street
New York, New York 10029

New York City Community College
300 Jay Street
Brooklyn, New York 11201

Queens College
65-30 Kissena Boulevard
Flushing, New York 11367

Queensborough Community College
Springfield Boulevard and 56th Avenue
Bayside, New York 11364

Richmond College
130 Stuyvesant Place
Staten Island, New York 10301

Staten Island Community College
715 Ocean Terrace
Staten Island, New York 10301

York College
150-14 Jamaica Avenue
Jamaica, New York 11432

College for Human Services
201 Varick Street
New York, New York 10014

College of Insurance
150 William Street
New York, New York 10038

College of Mount Saint Vincent
Mount Saint Vincent-on-Hudson
Riverdale, New York 10471

Columbia University
New York, New York 10027

Barnard College
Columbia University
606 West 120th Street
New York, New York 10027

College of Pharmaceutical Sciences
Columbia University
115 West 68th Street
New York, New York 10023

Teachers College
Columbia University
525 West 120th Street
New York, New York 10027

The Cooper Union for the Advancement of Science and Art
Cooper Square
New York, New York 10003

Finch College
52 East 78th Street
New York, New York 10021

Fordham University
Rosehill Campus
411 East Fordham Road
Bronx, New York 10458

General Theological Seminary of the Protestant Episcopal Church
Chelsea Square
175 Ninth Avenue
New York, New York 10011

Hebrew Union College
Jewish Institute of Religion
40 West 68th Street
New York, New York 10023

The Jewish Theological Seminary of America
3080 Broadway
New York, New York 10027

Institute for Advanced Studies in the Humanities
Broadway and 122nd Street
New York, New York 10027

The Juilliard School
Lincoln Center Plaza
New York, New York 10023

Long Island University
Greenvale, New York 11548

Long Island University
Brooklyn Center
Zeckendorf Campus
Brooklyn, New York 11201

Long Island University
Brooklyn College of Pharmacy
600 Lafayette Avenue
Brooklyn, New York 11216

Manhattan College
Manhattan College Parkway
Bronx, New York 10471

Manhattan School of Music
120 Claremont Avenue
New York, New York 10027

The Mannes College of Music
157 East 74th Street
New York, New York 10021

Marymount Manhattan College
221 East 71st Street
New York, New York 10021

Mills College of Education
66 Fifth Avenue
New York, New York 10011

New School for Social Research
66 West 12th Street
New York, New York 10011

New York College of Podiatric Medicine
53-55 East 124th Street
New York, New York 10035

New York Institute of Technology
Metropolitan Center
135-45 West 70th Street
New York, New York 10023

New York Law School
57 Worth Street
New York, New York 10013

New York Medical College
Fifth Avenue and 106th Street
New York, New York 10029

New York Theological Seminary
235 East 49th Street
New York, New York 10017

New York University
100 Washington Square East
New York, New York 10003

Pace College
Main Campus
One Pace College Plaza
New York, New York 10038

Parsons School of Design
410 East 54th Street
New York, New York 10022

Passionist Monastic Seminary
86-45 178th Street
Jamaica, New York 11432

Polytechnic Institute of Brooklyn
333 Jay Street
Brooklyn, New York 11205

Pratt Institute
215 Ryerson Street
Brooklyn, New York 11205

Rabbi Isaac Elchanan Theological Seminary
Amsterdam Avenue at 186th Street
New York, New York 10033

The Rockefeller University
66th Street and York Avenue
New York, New York 10021

St. Francis College
180 Remsen Street
Brooklyn, New York 11201

St. John's University
Grand Central and Utopia Parkways
Jamaica, New York 11432

St. John's University
College of Pharmacy
Grand Central and Utopia Parkways
Jamaica, New York 11432

St. John's University
Staten Island Campus
300 Howard Avenue
Staten Island, New York 10301

St. Joseph's College
245 Clinton Avenue
Brooklyn, New York 11205

State University of New York

College of Optometry
State University of New York
122 East 25th Street
New York, New York 10010

Downstate Medical Center
State University of New York
450 Clarkson Avenue
Brooklyn, New York 11203

Fashion Institute of Technology
227 West 27th Street
New York, New York 10001

Maritime College
State University of New York
Fort Schuyler
Bronx, New York 10465

Touro College
30 West 44th Street
New York, New York 10036

Union Theological Seminary
3041 Broadway
New York, New York 10027

Wagner College
Grymes Hill
631 Howard Avenue
Staten Island, New York 10301

Woodstock College
475 Riverside Drive
New York, New York 10027

Yeshiva University
500 West 185th Street
New York, New York 10033

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